

Instructions for Reporting the LEA Implementation and Plan of the Comprehensive System of Personnel Development

Following is a description of the Comprehensive System of Personnel Development (CSPD) in the school division/state-operated program for activities PROVIDED in 2002-2003 and activities PROPOSED in 2004-2005. Provide information on personnel development activities provided through your local education agency that support the Virginia Special Education State Improvement Plan Strategic Directions and Goals. Please use the attached form to include information on CSPD goals/objectives, participants, and potential impact to address each of the six requirements listed below to demonstrate that:

- a) All personnel necessary to carry out Part B of IDEA within the jurisdiction of the agency are appropriately and adequately prepared, and
- b) To the extent the local school division or state-operated program determines appropriate, it shall contribute to and use the comprehensive system of personnel development of the state and state improvement plan.

(Reference: IDEA Regulations, CFR Sections 300.221, 300.380-382: Regulations Governing Special Education for Children with Disabilities in Virginia, Sections, 8VAC 20-80-30 and 8VAC 20-80-90)

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT REQUIREMENTS

1. Prepare general and special education personnel, including paraprofessionals, with the content knowledge and collaborative skills needed to meet the needs of children with disabilities with the content knowledge and collaborative skills.
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of children with disabilities that impedes the learning of children with disabilities and others.
3. Acquire and disseminate, to teachers, administrators, school board members, and related service personnel, significant knowledge derived from educational research and other sources.
4. Recruit, prepare, and retain qualified personnel, including personnel with disabilities and personnel from groups that are under-represented in the fields of regular education, special education and related services.
5. Ensure that the plan of personnel development is integrated, to the maximum extent possible with other professional development plans and activities, including plans and activities developed and carried out under other Federal and State laws that address personnel recruitment and training.
6. Provide for the joint training of parents and special education related services and general education personnel.

STRATEGIC DIRECTIONS AND GOALS

From the Virginia Special Education State Improvement Plan

The Special Education State Improvement Plan targets three broad areas for improvement, and specifies five performance goals as a way of benchmarking improvement. The performance goals are aligned with the strategic directions.

Strategic Direction I: School Completion and Graduation

To facilitate, in cooperation with local education agencies, an increase in the graduation rate and school completion rate of students with disabilities in the context of higher academic expectations.

Goal 1. Increase the statewide percentage of students with disabilities graduating and successfully completing school.

Strategic Direction II: Personnel Development

To improve the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities.

Goal 2. Promote and increase the supply of qualified special educators and related service personnel who are endorsed in the special education area assigned.

Goal 3. Promote ongoing personnel development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide availability of personnel preparation opportunities in all endorsement areas.

Goal 4. Ensure ongoing personnel development opportunities that demonstrate and instruct in research-based effective practices by increasing the statewide personnel development opportunities focusing on effective practices (including collaboration) for administrators, regular educators, paraprofessionals, special educators, and related service providers.

Strategic Direction III: Parent and Student Involvement

To improve meaningful parent/student involvement with special education services.

Goal 5. Increase parents' and students' active participation in special education process decisions.